

RESOURCE PACKET

Assessment of Mental Retardation

And

Functionally Delayed



Mental Retardation

1. Definition

State Board of Education Rule 0520-1-9-.01 (15) (i) “Disabilities”

“Mental Retardation” means substantial limitations in present levels of functioning that adversely affect a child’s educational performance. It is characterized by significantly impaired intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

2. Eligibility Standards

a. A child shall meet all of the following:

(1) significantly impaired intellectual functioning, which is two or more standard deviations below the mean, with consideration given to the standard error of measurement for the test at the 68th percent confidence level, on an individually administered, standardized measure of intelligence. Interpretation of evaluation results shall take into account factors that may affect test performance, including:

- (a) limited English proficiency;
- (b) cultural background and differences;
- (c) medical conditions that impact school performance;
- (d) socioeconomic status; and
- (e) communication, sensory, or motor disabilities.

Difficulties in these areas cannot be the primary reason for significantly impaired scores on measures of intellectual functioning; and

(2) significantly impaired adaptive behavior in the home or community as determined by:

(a) a composite score on an individual standardized instrument to be completed with or by the child’s principal caretaker which measures two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to provide a composite standard score. A composite score two or more standard deviations below the mean cannot be primarily the result of:

- limited English proficiency;
- cultural background and differences;
- medical conditions that impact school performance;
- socioeconomic status; or
- communication, sensory, or motor disabilities; and

- (b) additional documentation which may be obtained from systematic documented observations, impressions, developmental history by an appropriate specialist in conjunction with the principal caretaker in the home, community, residential program or institutional setting; and
- (3) significantly impaired adaptive behavior in the school, daycare center, residence, or program as determined by:
 - (a) systematic documented observations by an appropriate specialist, which compare the child with other children of his/her chronological age group. Observations shall address age-appropriate adaptive behaviors. Adaptive behaviors to be observed in each age range are to include:
 - birth – 6 years—communication, self-care, social skills, and physical development;
 - 6 – 13 years—communication, self-care, social skills, home living, community use, self-direction, health and safety, functional academics, and leisure;
 - 14 – 21 years—communication, self-care, social skills, home-living, community use, self-direction, health and safety, functional academics, leisure, and work; and
 - (b) when appropriate, an individual standardized instrument may be completed with the principal teacher of the child. A composite score on this instrument shall measure two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to provide a composite standard score. A composite score two or more standard deviations below the mean cannot be primarily the result of :
 - (c) limited English proficiency
 - (d) cultural background and differences
 - (e) medical conditions that impact school performance
 - (f) socioeconomic status, or
 - (g) communication, sensory, or motor disabilities; and
- b. Developmental history (birth to age 18) indicates delays in cognitive/intellectual abilities and a current demonstration of delays is present in the child's' natural (home and school) environment; and
- c. The characteristics as defined above are present and cause an adverse affect on educational performance in the general education classroom or learning environment.

3. Evaluation Procedures

- a. Evaluation shall include the following:
 - (1) intellectual functioning, determined by appropriate assessment of intelligence/ cognitive abilities, adaptive behavior, norm- or criterion-referenced measures of academic achievement and relevant observations;
 - (2) intellectual impairment manifested during the developmental period (birth to 18) as documented in background information and history; and
 - (3) documentation and assessment that mental retardation has adverse effects on educational performance in the general education classroom or learning environment.

4. Evaluation Participants

- a. Information shall be gathered from the following persons in the evaluation of mental retardation:
 - (1) the parent(s) or guardian/principal caretaker of the child,
 - (2) the child's general education classroom teacher,
 - (3) the special education teacher,
 - (4) an appropriately licensed school psychologist, licensed psychologist, or licensed psychological examiner¹, and
 - (5) other professional personnel, as indicated.

¹ Includes Licensed Senior Psychological Examiner

MENTAL RETARDATION ELIGIBILITY DOCUMENTATION

Assessment Documentation

Name of Student _____ Date of Birth ____/____/____ Age _____
 School System _____ School _____ Grade _____

Eligibility Standards and Procedures Documentation		STANDARD MET?	
		YES	NO
1. Intellectual Functioning			
a. Is there significantly impaired intellectual functioning, which is ≥ 2 standard deviations below the mean on an individually administered, standardized measure of intelligence?		<input type="checkbox"/>	<input type="checkbox"/>
b. Did interpretation of evaluation results consider factors that may affect test performance, including:			
• Limited English proficiency		<input type="checkbox"/>	<input type="checkbox"/>
• Cultural background and differences		<input type="checkbox"/>	<input type="checkbox"/>
• Medical conditions that impact school performance		<input type="checkbox"/>	<input type="checkbox"/>
• Socioeconomic status		<input type="checkbox"/>	<input type="checkbox"/>
• Communication, sensory, or motor abilities		<input type="checkbox"/>	<input type="checkbox"/>
c. Are the factors above documented on the <i>Exclusionary Factors Worksheet</i> and/or in the <i>Psychoeducational Written Report</i> ?		<input type="checkbox"/>	<input type="checkbox"/>
2. Adaptive Behavior – Home (Standardized)			
a. Is there adaptive behavior of home or community skills from the child's principal caretaker?		<input type="checkbox"/>	<input type="checkbox"/>
b. Is the adaptive behavior composite score ≥ 2 standard deviations below the mean of the instrument (or if standard scores were not available does the composite score represent a 50% delay based on chronological age)?		<input type="checkbox"/>	<input type="checkbox"/>
c. Did interpretation of evaluation results consider factors that may affect test performance, including:			
• Limited English proficiency		<input type="checkbox"/>	<input type="checkbox"/>
• Cultural background and differences		<input type="checkbox"/>	<input type="checkbox"/>
• Medical conditions that impact school performance		<input type="checkbox"/>	<input type="checkbox"/>
• Socioeconomic status		<input type="checkbox"/>	<input type="checkbox"/>
• Communication, sensory, or motor abilities		<input type="checkbox"/>	<input type="checkbox"/>
d. Are the factors above documented on the <i>Exclusionary Factors Worksheet</i> and/or in the <i>Psychoeducational Written Report</i> ?		<input type="checkbox"/>	<input type="checkbox"/>
e. Additional documentation of adaptive behavior skills:			

3. Adaptive Behavior – School (Systematic Observations)			
a. Is there significantly impaired adaptive behavior as determined by systematic observations in the school daycare center, residence, or program, which compares the child with same-age peers?		<input type="checkbox"/>	<input type="checkbox"/>
b. Do the observations address age-appropriate adaptive behaviors for the child's chronological age?			
(Check below at age-appropriate level)			
• <input type="checkbox"/> Birth – 6: <input type="checkbox"/> Communication <input type="checkbox"/> Self-Care <input type="checkbox"/> Social Skills <input type="checkbox"/> Physical Development			
• <input type="checkbox"/> 6 – 13: <input type="checkbox"/> Communication <input type="checkbox"/> Self-Care <input type="checkbox"/> Social Skills <input type="checkbox"/> Home Living <input type="checkbox"/> Community Use			
<input type="checkbox"/> Self-Direction <input type="checkbox"/> Health and Safety <input type="checkbox"/> Functional Academics <input type="checkbox"/> Leisure			
• <input type="checkbox"/> 14 – 21: <input type="checkbox"/> Communication <input type="checkbox"/> Self-Care <input type="checkbox"/> Social Skills <input type="checkbox"/> Home Living <input type="checkbox"/> Community Use			
<input type="checkbox"/> Self-Direction <input type="checkbox"/> Health and Safety <input type="checkbox"/> Functional Academics <input type="checkbox"/> Leisure <input type="checkbox"/> Work			
c. Results of additional documentation of adaptive behavior skills, when appropriate (i.e., standardized school adaptive behavior):			

4. Was intellectual impairment manifested during the developmental period (birth through 18)?		<input type="checkbox"/>	<input type="checkbox"/>
5. Is there a current demonstration of delays present in the student's natural (home and school) environment?		<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student's Mental Retardation cause adverse effects on educational performance in the general education classroom or learning environment?		<input type="checkbox"/>	<input type="checkbox"/>

 Signature of School Psychologist

____/____/____
 Date

 Signature of Other Assessment Team Member

____/____/____
 Date

Functionally Delayed

1. Definition

State Board of Education Rule 0520-1-9-.01 (15) (f) “Disabilities”

“Functionally Delayed” means a child who has or develops a continuing disability in intellectual functioning and achievement which significantly affects the ability to think and/or act in the general school program, but who is functioning socially at or near a level appropriate to his/her chronological age.

2. Eligibility Standards

- a. A child shall meet all of the following:
 - (1) significantly impaired intellectual functioning which is two or more standard deviations below the mean, with consideration given to the standard error of measurement for the test at the 68th percent confidence level, on an individually administered, standardized measure of intelligence; Interpretation of evaluation results shall take into account factors that may affect test performance including:
 - (a) limited English proficiency
 - (b) cultural background and differences
 - (c) medical conditions that impact school performance
 - (d) socioeconomic status
 - (e) communication, sensory, or motor disabilitiesDifficulties in these areas cannot be the primary reason for significantly impaired scores on measures of intellectual functioning.
 - (2) deficient academic achievement which is at or below the fourth percentile in two or more total or composite scores in the following areas:
 - (a) basic reading skills,
 - (b) reading comprehension,
 - (c) mathematics calculation,
 - (d) mathematics reasoning,
 - (e) written expression; and
 - (3) home or school adaptive behavior which is not significantly impaired, or does not fall within mental retardation range.
- b. The characteristics as defined above are present and cause an adverse effect on educational performance in the classroom or learning environment.

3. Evaluation Procedures

- a. Evaluation shall include the following:
 - (1) intellectual functioning determined by the appropriate evaluation of cognitive/intellectual abilities;
 - (2) evaluation of achievement with individually administered tests in the areas of basic reading skills, reading comprehension, mathematics computation, mathematics reasoning, and written expression;
 - (3) adaptive behavior determined by scores on appropriate standardized individual instruments from the home or school, with scores above mental retardation range and not significantly impaired for the measure used; and
 - (4) documentation and assessment that the functional delay has adverse effects on educational performance in the classroom or learning environment.

4. Evaluation Participants

- a. Information shall be gathered from the following persons in the evaluation of functionally delayed:
 - (1) the parent/principal caretaker of the child,
 - (2) the child's general education classroom teacher,
 - (3) the special education teacher,
 - (4) an appropriately licensed school psychologist, licensed psychologist, or licensed psychological examiner,² and
 - (5) other professional personnel, as indicated.

² Includes Licensed Senior Psychological Examiner

FUNCTIONALLY DELAYED ELIGIBILITY DOCUMENTATION

Assessment Documentation

Name of Student _____ Date of Birth ____/____/____ Age _____
 School System _____ School _____ Grade _____

Eligibility Standards and Procedures Documentation			Standard Met?	
			Yes	No
1. Intellectual Functioning				
a. Is there significantly impaired Intellectual Functioning, which is ≥ 2 standard deviations below the mean on an individually administered, standardized measure of intelligence?			<input type="checkbox"/>	<input type="checkbox"/>
b. Did interpretation of evaluation results consider factors that may affect test performance, including:				
(a) limited English proficiency			<input type="checkbox"/>	<input type="checkbox"/>
(b) cultural background and differences			<input type="checkbox"/>	<input type="checkbox"/>
(c) medical conditions that impact school performance			<input type="checkbox"/>	<input type="checkbox"/>
(d) socioeconomic status			<input type="checkbox"/>	<input type="checkbox"/>
(e) communication, sensory, or motor abilities			<input type="checkbox"/>	<input type="checkbox"/>
c. Are the factors above documented on the <i>Exclusionary Factors Worksheet</i> and/or in the <i>Psychoeducational Written Report</i> ?			<input type="checkbox"/>	<input type="checkbox"/>
2. Individual Academic Achievement				
Is there deficient academic achievement, which is at or below the fourth (4 th) percentile in two (2) or more of the following areas?				
	<u>Instrument</u>	<u>Percentile Score</u>		
→basic reading skills	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
→reading comprehension	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
→mathematics calculation	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
→mathematics reasoning	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
→written expression	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
3. Adaptive Behavior – Standardized School or Home				
Is there adaptive behavior (home and/or school) that is NOT SIGNIFICANTLY IMPAIRED (does not fall in the Mental Retardation range)?			<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student's Functional Delay cause adverse effects on educational performance in the general education classroom or learning environment?			<input type="checkbox"/>	<input type="checkbox"/>

 Signature of School Psychologist

____/____/____
 Date

 Signature of Assessment Specialist

____/____/____
 Date

Referral Considerations – Suspected Mental Retardation

When a student has been referred for assessment to determine the presence of a disability, the IEP team reviews the documentation of the general education interventions used with the student. The team also collects and reviews a variety of readily available information about the student to determine whether additional formal information gathering is needed. Examples of *sources of information* include, but are not limited to the following:

Information from School Records

Grades
TCAP scores
Attendance pattern
Health record
Screening records:
 Vision
 Hearing
 Speech/Language
Discipline records

Information from the Teacher

Instructional levels based on daily
 classroom performance
Classroom behavior
General education interventions
 attempted
Peer relationships
Information from parent conferences or
 interviews
Home behavior
Hobbies and interests
Neighborhood friendships

The following high-risk factors may indicate the presence of mental retardation:

- Academic skill development and adaptive behavior is below that of most, if not all, of the children in the class.
- Work samples evidence *delay across all academic areas*.
- Test scores fall consistently at or below the 16th percentile on *all subtests* of TCAP tests or other standardized group achievement measures.
- Low performance level cannot be attributed to factors other than mental retardation (i.e., social/emotional, visual, or hearing problem).
- It is difficult for the student to retain information taught from one day to the next.
- There is a delay in development of gross and fine motor coordination.

The IEP team gathers all pertinent data (e.g., documentation of general education interventions, written records, observations, tests, and interviews) to identify the presence of factors indicative of mental retardation.

Considering Exclusionary Factors

When considering the possibility of Mental Retardation, the following factors must be eliminated as the primary cause of the student's learning difficulties:

- 1) limited English proficiency,
- 2) cultural background and differences,

- 3) medical conditions that impact school performance,
- 4) socioeconomic status, and
- 5) communication, sensory, or motor disabilities.

Consideration of possible Mental Retardation is made when:

- 1) exclusionary factors have been sufficiently ruled out, and
- 2) after implementing appropriate general education interventions, the student's learning problems:
 - a. continue to significantly impact his/her ability to access general education curriculum, and/or
 - b. require support that goes beyond the ability of the general educator's expertise.

The initial evaluation should be considered a natural extension of the general education interventions and not as a separate event of information gathering. Data obtained during the general education intervention phase can be used in the initial evaluation. The following data from the general education intervention phase that can be used includes:

- 1) reported areas of academic difficulty,
- 2) documentation of the problem,
- 3) evidence that the problem is chronic,
- 4) medical history and/or reports documenting Mental Retardation,
- 5) records or history of significant developmental delays across all learning domains,
- 6) record of modifications attempted,
- 7) school attendance and school transfer information,
- 8) multi-sensory instructional alternatives, and
- 9) continued lack of progress.

Throughout the evaluation process, the IEP team must apply best practices in assessment. The following assessment standards are provided to guide the selection of assessment tools and decision-making (Iowa, Wisconsin). All IEP team members must clearly understand:

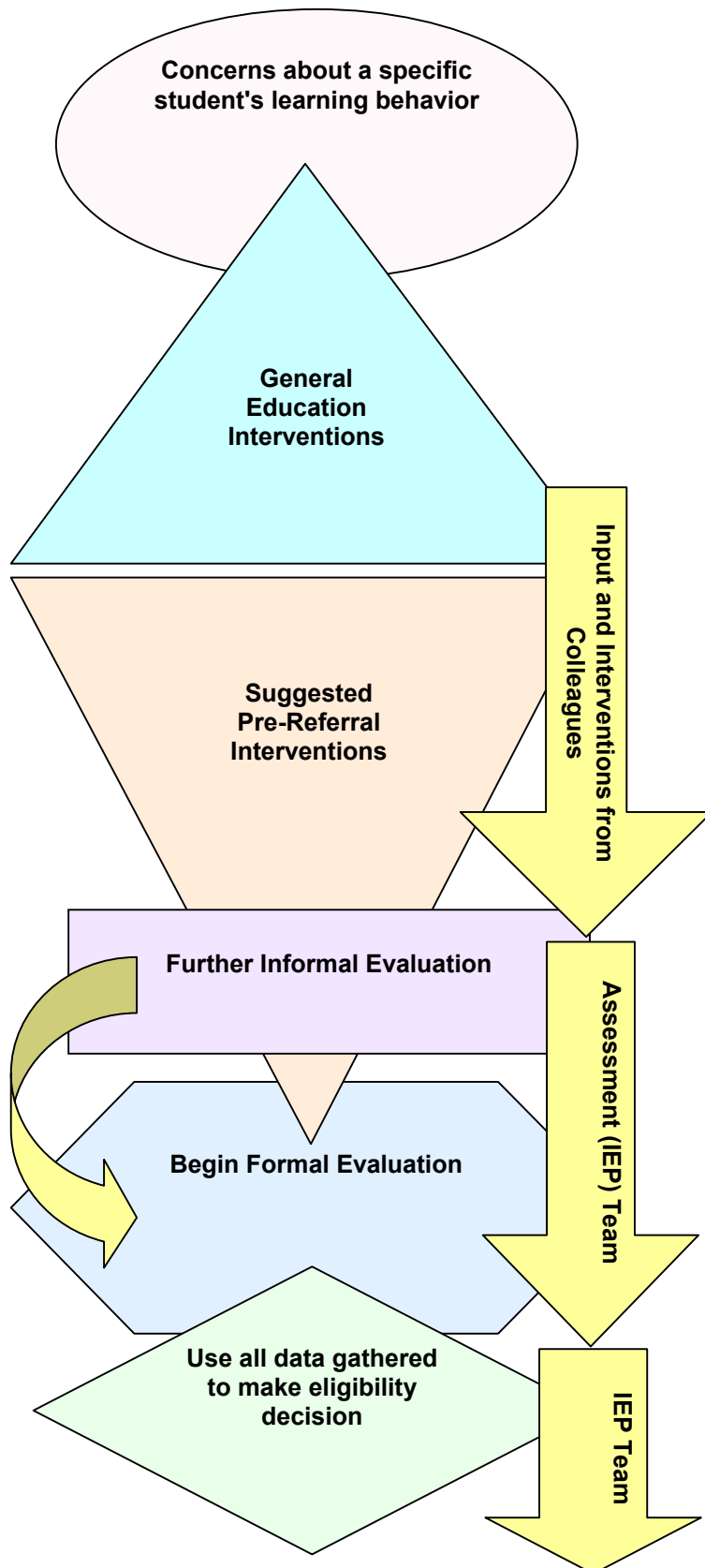
- 1) the purpose for the evaluation,
- 2) that assessment is a solution-focused process, searching for answers to well-defined questions rather than solely determining a condition or classification,
- 3) the purpose for the evaluation,
- 4) that assessment is a solution-focused process, searching for answers to well-defined questions, rather than solely determining a condition or classification,
- 5) the limitations and technical soundness, including reliability and validity, of the various assessment tools used,
- 6) that assessment tools and procedures need to be culturally, racially, and linguistically unbiased,

- 7) that assessment is multifaceted and includes:
 - a. multiple data sources (e.g., teachers, parents, students, and other service providers familiar with the student),
 - b. multiple types of data (e.g., quantitative and qualitative),
 - c. multiple types of tools and procedures (e.g., standardized measures and alternative methods of assessment), and
 - d. multiple environments (e.g., classroom, home, work, and community settings).
- 8) that the assessment process must provide prescriptive¹ information and include documentation of an individual's strengths as well as weaknesses,
- 9) that assessment must evaluate the student's performance within the context of his/her current environment, and
- 10) that assessment of adaptive behavior must include direct measures (e.g., informal and structured observations), as well as indirect measures (e.g., third-party interviews and rating scales), to evaluate the individual's performance in comparison to same-aged peers from similar cultural backgrounds.

Once the evaluation information is compiled, the IEP team convenes to analyze all data and determine eligibility. If the IEP team determines that the student has a disability and is in need of special education and related services, an IEP must be developed.

¹ Prescriptive assessment procedures focus primarily on the student's current level of educational performance and adaptive behavior skills.

General Education Instructional Setting



STEP 1 – General Education Interventions

The teacher in the general education instructional setting begins to address concerns about a student's learning behavior by seeking out a simple solution first, applying that potential solution for an appropriate amount of time, making a systematic decision about its effectiveness and, if necessary, moving toward more complex interventions.

STEP 2 – Development of Interventions

Next, the teacher may decide to bring his/her concerns to the attention of colleagues in the school for further input, problem solving, and development of pre-referral interventions.

STEP 3 – IEP Team

The information from the general education interventions, pre-referral interventions, and the informal evaluations is reviewed to decide whether to request the formation of an Individual Education Program (IEP) team.

STEP 4 – Initial Evaluation

An IEP team is established to analyze information that has been gathered, seek parental permission for formal evaluation, and conduct the initial evaluation.

STEP 5 – Data Analysis & Eligibility

The student's IEP team convenes to analyze all of the data gathered and determine eligibility for special education services. If eligible, the IEP team begins to write the student's IEP.

EXCLUSIONARY FACTORS WORKSHEET

Mental Retardation and Functionally Delayed

Each factor must be ruled out as the primary reason for the student's inability to progress in the general education curriculum, and for obtained cognitive and adaptive scores.	YES	NO
1. Lack of instruction in reading and math		
Does information obtained during assessment indicate lack of instruction in reading and math is not the determinant factor in this student's inability to progress in the general education curriculum?		
2. Limited English Proficiency		
<i>Answer the following questions</i>		
• Is there a language other than English spoken by this student?		
• Is there a language other than English spoken in the student's home?		
• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?		
<i>If questions in Section 2 are NO, limited English proficiency is not a determinant factor.</i>		
<i>If any of the questions Section 2 are YES, please document the reason(s) that English proficiency is not the primary reason for the student's deficit cognitive and/or adaptive scores.</i>		
<hr/> <hr/> <hr/>		
3. Cultural Background Differences		
<i>Document all information gathered in assessment that would exclude environmental or cultural disadvantage as the determinant factor for this student's inability to access general education curriculum or perform significantly below normal on measures of Cognition and Adaptive Behavior (MR) or Academic Achievement (FD).</i>		
• The Assessment Instrument Selection Form (AISF) has been completed.		
• Is there compelling evidence from data gathered and information generated to indicate this student is unable to learn or perform on assessments due to cultural or background differences?		
4. Medical Conditions That Impact School Performance		
<i>Document all information gathered through assessment that would exclude medical or health reasons for this student's deficient performance on both assessments of cognition and adaptive behavior.</i>		
• Does the student have a medical history and/or school history of medical or health-related difficulties?		
• If yes, would the student's health-related difficulties cause the student to have difficulty accessing general education curriculum?		
• Are there school records of illness or health-related conditions that would impact negatively on this student's ability to progress in the general education curriculum?		
5. Socioeconomic Status, or Communication, Sensory or Motor Impairments		
<i>Document all information gathered through assessment that would exclude sensory or motor impairments as a factor for this student's deficient performance on assessments of cognition and adaptive functioning.</i>		
• Are the student's measured skills on the cognitive assessment consistently in the significantly deficient range across the assessment battery (language and visual/motor skills are equally deficient)?		
• Are the student's measured skills of home adaptive behavior consistently in the significantly deficient range across the adaptive area domains (skills in communication, functional daily life skills, and motor skills are in the deficient or near-deficient range)? – (MR Only)		
• Are the student's observed behaviors in the classroom and school setting consistent with significantly deficient cognitive (MR and FD) and adaptive (MR only) or academic (FD only) functioning?		
• Does the assessment data indicate that lack of opportunity to learn due to socioeconomic circumstances is not the cause or <u>primary reason</u> for the student's deficient scores obtained on cognitive and adaptive (MR) or achievement (FD) skills measures?		
<i>If the questions in Section 5 are YES, sensory or motor skills are not the reason for the student's inability to progress in the general education classroom and obtained deficient scores of cognition and adaptive skills.</i>		

SYSTEMATIC ADAPTIVE BEHAVIOR CHARACTERISTICS CHECKLIST

Age Range – Birth through 5 years

Page 1 of 2

Student _____ D.O.B. _____ Age _____ School _____ Grade _____

Compare the child with other children of the same chronological age on all items.

Communication Skills

This child's **mode of communication** is primarily

- ☐ vocalizations and/or specific response to auditory or visual stimuli.
- ☐ gestures and/or pointing.
- ☐ verbal response using one or two word phrases.
- ☐ verbal response using complete sentences.

In regard to **verbal expression of thoughts and feelings**, this child

- ☐ has serious difficulty when compared to same age peers.
- ☐ has mild difficulty when compared to same age peers.
- ☐ has little or no difficulty when compared to same age peers.

In regard to **understanding oral communication**, this child

- ☐ has serious difficulty when compared to same age peers.
- ☐ has mild difficulty when compared to same age peers.
- ☐ has little or no difficulty when compared to same age peers.

In regard to **knowledge of vocabulary**, this child

- ☐ is seriously limited.
- ☐ is somewhat limited.
- ☐ is about average.

Comments regarding communication skills _____

Self Care

In general, this child's **self help skills**

- ☐ are seriously limited and appear to be significantly below those of same age peers.
- ☐ are somewhat more limited than peers.
- ☐ are about the same as peers.

In regard to **dressing** himself/herself appropriately, this child

- ☐ needs much more supervision and assistance than peers.
- ☐ needs somewhat more assistance than peers.
- ☐ needs no more assistance than peers.

In regard to **eating and drinking**, this child

- ☐ needs much more supervision and assistance than peers.
- ☐ needs somewhat more assistance than peers.
- ☐ needs no additional assistance than peers.

Comments regarding self care skills _____

Student _____

Compare the child with other children of the same chronological age on all items.**Social skills**This child's **social skills**

- ☐ appear to be very immature.
☐ appear to be somewhat immature.
☐ appear to be about average.

In regard to **interacting with adults**, this child

- ☐ has serious difficulty.
☐ has mild difficulty.
☐ has little or no difficulty.

In regard to **interacting with peers**, this child

- ☐ has serious difficulty.
☐ has mild difficulty.
☐ has little or no difficulty.

Comments regarding social skills _____

Physical DevelopmentThis child's **gross motor skills**

- ☐ appear to be significantly delayed.
☐ appear to be mildly delayed.
☐ appear to be about average.

This child's **fine motor skills**

- ☐ appear to be significantly delayed.
☐ appear to be mildly delayed.
☐ appear to be about average.

Comments regarding physical development _____

Please add any other comments or information that will assist in evaluating this child's adaptive behaviors appropriately.

Signature of Observer_____
Relationship to Child_____
Dates of Observation(s)

SYSTEMATIC ADAPTIVE BEHAVIOR CHARACTERISTICS CHECKLIST

Age Range – 6 through 13 years

Page 1 of 4

Student _____ D.O.B. _____ Age _____ School _____ Grade _____

Compare the student with other students of the same chronological age on all items.

Communication Skills

This child's **mode of communication** is primarily

- ☐ vocalizations and/or specific response to auditory or visual stimuli.
- ☐ gestures and/or pointing.
- ☐ verbal response using one or two word phrases.
- ☐ verbal response using complete sentences.

This student's **verbal communication** skills are

- ☐ seriously below average.
- ☐ somewhat below average.
- ☐ about average.

This student's **written communication** skills are

- ☐ seriously below average.
- ☐ somewhat below average.
- ☐ about average.

In regard to **listening comprehension**, this student

- ☐ has serious difficulty following directions.
- ☐ has mild difficulty following directions.
- ☐ has no difficulty following directions.

In comparison to students of the same chronological age, this student's **knowledge of vocabulary**

- ☐ is seriously limited.
- ☐ is somewhat limited.
- ☐ is about average.

Comments regarding communication skills _____

Self Care

In regard to **personal hygiene** this student

- ☐ appears to have little understanding and often neglects hygiene.
- ☐ sometimes neglects hygiene.
- ☐ has appropriate personal hygiene.

This student's **ability to maintain adequate self-care** during the school day is generally

- ☐ seriously below average.
- ☐ somewhat below average.
- ☐ about average.

Comments regarding self care skills _____

Student _____

Compare the student with other students of the same chronological age on all items.

Social Skills

This student's **interaction with peers** appears to be

- ☐ seriously immature.
- ☐ somewhat immature.
- ☐ about average.

This student's **interaction with adults** appears to be

- ☐ seriously immature.
- ☐ somewhat immature.
- ☐ about average.

In regard to **understanding social interaction** (verbal and nonverbal cues, saying please and thank you, apologizing when appropriate), this student generally

- ☐ seems seriously limited.
- ☐ seems somewhat limited.
- ☐ appears to understand adequately.

Comments regarding social skills _____

School/Home Living

In the **school or home setting**, this student

- ☐ is unable or requires supervision to complete daily tasks or chores.
- ☐ is limited in the completion of daily tasks or chores.
- ☐ is able to complete daily tasks or chores with little or no assistance.

Comments regarding school/home living _____

Community Use

When **moving about the school and/or community**, this student

- ☐ needs full supervision to move about the school/community.
- ☐ is able to move about the school/community with some assistance.
- ☐ is able to move from place to place with little or no assistance.

In regard to **school and/or community rules**, this student

- ☐ always exhibits inappropriate behaviors and rule violations, which appears to be due to a lack of understanding.
- ☐ sometimes exhibits inappropriate behaviors and rule violations, which appear to be due to a lack of understanding.
- ☐ typically exhibits appropriate behaviors.

Comments regarding community use _____

Student _____

Compare the student with other students of the same chronological age on all items.

Self-Direction

In regard to ***working independently***, this student

- ☐ requires much more assistance and supervision than peers.
- ☐ requires somewhat more assistance and supervision than peers.
- ☐ is about the same as peers.

In regard to ***self correction of behavior***, this student

- ☐ rarely exhibits self correction.
- ☐ is sometimes able to self correct.
- ☐ is about the same as peers in regard to self correction.

When compared to peers in the ability to ***plan and organize tasks and activities***, this student

- ☐ has serious difficulty planning and organizing.
- ☐ needs some assistance with planning and organizing.
- ☐ is as capable as peers to plan and organize.

Comments regarding self direction _____

Health and Safety

In regard to ***safety issues***, this student

- ☐ disregards danger signals and would put himself/herself in danger without supervision.
- ☐ has some understanding of dangerous situations.
- ☐ understands as well as peers the need to avoid dangerous situations.

In regard to ***personal health and safety issues***, this student

- ☐ has little or no understanding.
- ☐ has some understanding.
- ☐ is comparable to peers in regard to health and safety issues.

In regard to ***illness or injury***, this student

- ☐ seems unable to exhibit behaviors to help himself/herself.
- ☐ responds, but needs more assistance than others his/her age.
- ☐ exhibits appropriate behaviors to deal with the situation.

Comments regarding health and safety _____

Functional Academics (ability to use skills as part of daily living skills)

In regard to ***functional reading skills***, this student

- ☐ is significantly below peers (3 or more grade levels).
- ☐ is somewhat below peers (2 to 3 grade levels).
- ☐ is about average with peers (no more than 2 grade levels).

In regard to ***functional math skills***, this student

- ☐ is significantly below peers (3 or more grade levels).
- ☐ is somewhat below peers (2 to 3 grade levels).
- ☐ is about average with peers (no more than 2 grade levels).

Student _____

Compare the student with other students of the same chronological age on all items.In regard to **functional writing skills**, this student

- ☐ is significantly below peers (3 or more grade levels).
☐ is somewhat below peers (2 to 3 grade levels).
☐ is about average with peers (no more than 2 grade levels).

Comments regarding functional academics _____

LeisureIn regard to **free time or play time**, this student

- ☐ seems to have little or no idea how to spend free time.
☐ has some idea how to deal with free time.
☐ uses free time appropriately.

When **playing games with peers**, this student

- ☐ has serious difficulty following rules, taking turns, and interacting appropriately.
☐ has some difficulty following rules, taking turns, and interacting appropriately.
☐ is as able as peers to follow rules, take turns, and interact appropriately.

Comments regarding leisure time activities _____

Please add any other comments or information that will assist in evaluating this student's adaptive behaviors appropriately.

Signature of Observer_____
Relationship to Child_____
Dates of Observation(s)

SYSTEMATIC ADAPTIVE BEHAVIOR CHARACTERISTICS CHECKLIST

Age Range – 14 through 21 years

Page 1 of 5

Student _____ D.O.B. _____ Age _____ School _____ Grade _____

Compare the student with other students of the same chronological age on all items.

Communication Skills

This child's **mode of communication** is primarily

- ☐ vocalizations and/or specific response to auditory or visual stimuli.
- ☐ gestures and/or pointing.
- ☐ verbal response using one or two word phrases.
- ☐ verbal response using complete sentences.

This student's **verbal communication** skills are

- ☐ seriously below average.
- ☐ somewhat below average.
- ☐ about average.

This student's **written communication** skills are

- ☐ seriously below average.
- ☐ somewhat below average.
- ☐ about average.

In regard to **listening comprehension**, this student

- ☐ has serious difficulty following directions.
- ☐ has mild difficulty following directions.
- ☐ has no difficulty following directions.

In comparison to students of the same chronological age, this student's **knowledge of vocabulary**

- ☐ is seriously limited.
- ☐ is somewhat limited.
- ☐ is about average.

Comments regarding communication skills _____

Self Care

In regard to **personal hygiene** this student

- ☐ appears to have little understanding and often neglects hygiene.
- ☐ sometimes neglects hygiene.
- ☐ is able to maintain appropriate hygiene.

This student's **ability to maintain adequate self-care** during the school day is generally

- ☐ seriously below average.
- ☐ somewhat below average.
- ☐ about average.

Comments regarding self care skills _____

Student _____

Compare the student with other students of the same chronological age on all items.**Social Skills**This student's **interaction with peers** appears to be

- ☐ seriously immature.
☐ somewhat immature.
☐ about average.

This student's **interaction with adults** appears to be

- ☐ seriously immature.
☐ somewhat immature.
☐ about average.

In regard to **understanding social interaction** (initiating/entering conversation, saying please and thank you, apologizing when appropriate), this student generally

- ☐ seems seriously limited.
☐ seems somewhat limited.
☐ appears to understand adequately.

Comments regarding social skills _____

School/Home LivingIn the **school or home setting**, this student

- ☐ is unable or requires supervision to complete daily tasks or chores.
☐ is limited in the completion of daily tasks or chores.
☐ is able to complete daily tasks or chores with little or no assistance.

Comments regarding school/home living _____

Community UseWhen **moving about the school and/or community**, this student

- ☐ needs full supervision to move about the school/community.
☐ is able to move about the school/community with some assistance.
☐ is able to move from place to place with little or no assistance.

In regard to **school and/or community rules**, this student

- ☐ always exhibits inappropriate behaviors and rule violations, which appears to be due to a lack of understanding.
☐ sometimes exhibits inappropriate behaviors and rule violations which appears to be due to a lack of understanding.
☐ typically exhibits appropriate behaviors.

In regard to **access to community services**, this student

- ☐ requires considerable support to access needed services (doctor, dentist, social service agency).
☐ can access needed services with some support.
☐ can access needed services as independently as peers.

Comments regarding community use _____

Student _____

Compare the student with other students of the same chronological age on all items.

Self-Direction

In regard to ***working independently***, this student

- ☐ requires much more assistance and supervision than peers.
- ☐ requires somewhat more assistance and supervision than peers.
- ☐ is about the same as peers.

In regard to ***self correction of behavior***, this student

- ☐ rarely exhibits self correction.
- ☐ is sometimes able to self correct.
- ☐ is about the same as peers in regard to self correction.

When compared to peers in the ability to ***plan and organize tasks and activities***, this student

- ☐ has serious difficulty planning and organizing.
- ☐ needs some assistance with planning and organizing.
- ☐ is as capable as peers to plan and organize.

Comments regarding self direction _____

Health and Safety

In regard to ***safety issues***, this student

- ☐ disregards danger signals and would put himself/herself in danger without supervision.
- ☐ has some understanding of dangerous situations.
- ☐ understands as well as peers the need to avoid dangerous situations.

In regard to ***personal health and safety issues***, this student

- ☐ has little or no understanding.
- ☐ has some understanding.
- ☐ is comparable to peers in regard to health and safety issues.

In regard to ***illness or injury***, this student

- ☐ seems unable to exhibit behaviors to help himself/herself.
- ☐ responds but needs more assistance than others his/her age.
- ☐ exhibits appropriate behaviors to deal with the situation.

Comments regarding health and safety _____

Functional Academics (ability to use skills as part of daily living skills)

In regard to ***functional reading skills***, this student

- ☐ is significantly below peers (6 or more grade levels).
- ☐ is somewhat below peers (3 to 6 grade levels).
- ☐ is about average with peers (no more than 3 grade levels).

Student _____

Compare the student with other students of the same chronological age on all items.In regard to **functional math skills**, this student

- ☐ is significantly below peers (6 or more grade levels).
☐ is somewhat below peers (3 to 6 grade levels).
☐ is about average with peers (no more than 3 grade levels).

In regard to **functional writing skills**, this student

- ☐ is significantly below peers (6 or more grade levels).
☐ is somewhat below peers (3 to 6 grade levels).
☐ is about average with peers (no more than 3 grade levels).

Comments regarding functional academics _____

LeisureIn regard to **free time or play time**, this student

- ☐ seems to have little or no idea how to spend free time.
☐ has some idea how to deal with free time.
☐ uses free time appropriately.

When **playing games with peers**, this student

- ☐ has serious difficulty following rules, taking turns, and interacting appropriately.
☐ has some difficulty following rules, taking turns, and interacting appropriately.
☐ is as able as peers to follow rules, take turns, and interact appropriately.

Comments regarding leisure time activities _____

WorkThis student's **awareness of various types of jobs and personal work preferences**

- ☐ is very limited.
☐ is somewhat limited.
☐ is comparable to peers.

The student's ability to maintain appropriate **behavioral/emotional self-control in the work place**

- ☐ is very limited.
☐ is somewhat limited.
☐ is comparable to peers.

The student **understands and can apply the skills** necessary to **find and hold a job**

- ☐ only with considerable support.
☐ with some support.
☐ independently or with same level of support needed by peers.

Comments regarding student's work situation _____

Please add any other comments or information that will assist in evaluating this student's adaptive behaviors appropriately.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Dates of Observation(s)

SYSTEMATIC OBSERVATIONS – ADAPTIVE BEHAVIOR

Age range – Birth through 5 years

(Additional Documentation of Adaptive Behavior Functioning in Home or School)

Student _____ D.O.B. _____ Age _____ School _____ Grade _____

Compare **Target Student** (whose name is above) with peer of same age (**Control Student**). Control Student should have approximately age appropriate skills. **Mark Y (yes), N (no), or NK (not known)** for each behavior on both students. Some items can be completed by interview with caretaker/teacher.

Area: Communication	Target	Control	Examples of "N" Marked items for Target Student
1. Turns head toward speaker when name is called			
2. Shakes head yes or no in response to simple question			
3. Says 10 understandable words			
4. Asks simple questions (for example "What's that?")			
5. Uses sentences with a noun and a verb			
6. Listens to a story for 5 minutes			
7. Speaks in full sentences			
8. States first and last name when asked			
Area: Self-Care	Target	Control	Examples of "N" Marked items for Target Student
1. Swallows soft food			
2. Drinks from cup unassisted			
3. Feeds self with spoon with little spilling			
4. Indicates that pants or diaper are wet or soiled			
5. Buttons coat			
6. Is toilet trained during day			
7. Ties shoes			
8. Can find restroom unassisted			
Area: Social Skills	Target	Control	Examples of "N" Marked items for Target Student
1. Smiles at others			
2. Reaches for a person			
3. Says "hello" or "goodbye" to others appropriately			
4. Uses names of others			
5. Takes part in simple group games (tag, follow the leader)			
6. Seeks friendships with others in age group			
7. Doesn't invade others personal space			
8. Apologizes when appropriate			
Area: Physical Development	Target	Control	Examples of "N" Marked items for Target Student
1. Sits without support.			
2. Walks without support			
3. Picks up small objects with hand			
4. Kicks ball			
5. Runs smoothly, with changes in speed & direction			
6. Walks up & down stairs by alternating feet (may hold rail)			
7. Hops on one foot			
8. Draws a circle			

Signature of Observer

Relationship to Child

Dates of Observation(s)

SYSTEMATIC OBSERVATION – ADAPTIVE BEHAVIOR

Age Range – 6 through 13 years

(Additional Documentation of Adaptive Behavior Functioning in Home or School)

Page 1 of 2

Student _____ D.O.B. _____ Age _____ School _____ Grade _____

*Compare Target Student (whose name is above) with peer of same age (Control Student). Control Student should have approximately age appropriate skills. **Mark Y (yes), N (no), or NK (not known)** for each behavior on both students. Some items can be completed by interview of teacher or target student.*

Area: Communication	Target	Control	Examples of “N” Marked items for Target Student
1. States first and last name when asked			
2. Speaks in full sentences			
3. Follows instructions requiring an action and an object			
4. Listens to a story for 5 minutes			
5. Vocabulary seems appropriate for age			
6. Starts a conversation of interest to others			
7. Length and content of verbal interactions are age appropriate			
Area: Self-Care	Target	Control	Examples of “N” Marked items for Target Student
1. Buttons coat			
2. Takes care of personal needs (i.e. toileting, washing hands)			
3. Ties shoes			
4. Can find restroom unassisted			
5. Wears appropriate clothing for weather conditions			
6. Can go through lunch line without assistance			
7. Can go to office without assistance			
Area: Social Skills	Target	Control	Examples of “N” Marked items for Target Student
1. Uses names of others			
2. Participates in group activities at recess or during free time			
3. Has more than one friend			
4. Not overly dependent on others			
5. Shows sympathy for others when they are sad or upset			
6. Shows interest in the ideas others			
7. Congratulates others when something good happens			
Area: School/Home Living	Target	Control	Examples of “N” Marked items for Target Student
1. Shows respect for the property and rights of others			
2. Cleans up materials around desk or table			
3. Changes easily from one activity to another			
4. Keeps up with personal belongings			
5. Returns borrowed books and supplies			
Area: Community Use	Target	Control	Examples of “N” Marked items for Target Student
1. Demonstrates understanding of the function of money			
2. Obeys people in authority			
3. Understands the function of a clock			
4. Runs errands to various locations in school building			
5. States current day of the week when asked			
6. States value of penny, nickel, dime, & quarter			

SYSTEMATIC OBSERVATION – ADAPTIVE BEHAVIOR

Age Range – 6 through 13 years

(Additional Documentation of Adaptive Behavior Functioning in Home or School)

Page 2 of 2

Student _____

Compare Target Student (whose name is above) with peer of same age (Control Student). Control Student should have approximately age appropriate skills. Mark Y (yes), N (no), or NK (not known) for each behavior on both students.

Area: Self-Direction	Target	Control	Examples of “N” Marked items for Target Student
1. Routinely stays put when asked			
2. Follows classroom rules			
3. Completes routine classroom tasks in a reasonable amount of time			
4. Controls anger or hurt feelings when denied his/her own way			
5. Apologizes for mistakes or errors in judgment			
6. Keeps working on the assigned task even when difficult			
7. Asks for help when needed			
Area: Health & Safety	Target	Control	Examples of “N” Marked items for Target Student
1. Does not intrude into the personal space of others			
2. Handles school equipment appropriately			
3. Follows safety rules on playground			
4. Shows caution around dangerous activities			
5. Asks to see School Nurse or other adult when ill or hurt.			
Area: Functional Academics	Target	Control	Examples of “N” Marked items for Target Student
1. Counts from 1 to 10			
2. Recognizes all letters of alphabet.			
3. Reads own name			
4. Reads words appropriate for age			
5. Writes first and last name without model			
6. States days of the week in order			
7. Locates important dates on calendar			
Area: Leisure	Target	Control	Examples of “N” Marked items for Target Student
1. Plays with toys or other objects alone or with others			
2. Shows interest in the activities of others			
3. Shares toys or possessions without being told to do so			
4. Follows rules in a simple game without being reminded			
5. Tries a new activity to learn something new			
6. Invites a peer to join a game			

Signature of Observer

Relationship to Child

Dates of Observation(s)

SYSTEMATIC OBSERVATION – ADAPTIVE BEHAVIOR

Age Range – 14 through 21 years

(Additional Documentation of Adaptive Behavior Functioning in Home or School)

Page 1 of 2

Student _____ D.O.B. _____ Age _____ School _____ Grade _____

Compare Target Student (whose name is above) with peer of same age (Control Student). Control Student should have approximately age appropriate skills. **Mark Y (yes), N (no), or NK (not known)** for each behavior on both students. Some items can be completed by interview of teacher or target student.

Area: Communication	Target	Control	Examples of “N” Marked items for Target Student
1. Listens to a story for 5 minutes			
2. Uses age appropriate vocabulary			
3. Speaks in complex sentences containing “because”			
4. Starts conversations of interest to others			
5. Remembers and relates experiences in detail when asked			
6. Answers complex questions			
Area: Self-Care	Target	Control	Examples of “N” Marked items for Target Student
1. Takes care of personal needs at age appropriate level			
2. Can go through lunch line without assistance			
3. Demonstrates adequate hygiene			
4. Recognizes need to go to clinic			
Area: Social Skills	Target	Control	Examples of “N” Marked items for Target Student
1. Not overly dependent on others			
2. Shows interest the ideas of others			
3. Keeps a stable group of friends			
4. Shows sympathy for others when they are sad or upset			
5. Congratulates others when something good happens			
6. Makes plans with others to attend activities			
7. Goes on dates			
Area: School/Home Living	Target	Control	Examples of “N” Marked items for Target Student
1. Cleans up materials around desk or table when asked			
2. Keeps up with personal belongings			
3. Returns borrowed books and supplies			
4. Regularly cleans up desk with workspace without being asked			
5. Performs minor repairs			
Area: Community Use	Target	Control	Examples of “N” Marked items for Target Student
1. Runs errands to various locations in school building			
2. States current day of the week when asked			
3. States value of penny, nickel, dime, & quarter			
4. Carries money to make small purchases			
5. Gives directions to help someone find a location a mile away			
6. Can use a map appropriately			

SYSTEMATIC OBSERVATION – ADAPTIVE BEHAVIOR

Age Range – 14 through 21 years

(Additional Documentation of Adaptive Behavior Functioning in Home or School)

Page 2 of 2

Student _____

Compare Target Student (whose name is above) with peer of same age (Control Student). Control Student should have approximately age appropriate skills. Mark Y (yes), N (no), or NK (not known) for each behavior on both students.

Area: Self-Direction	Target	Control	Examples of “N” Marked items for Target Student
1. Completes routine classroom tasks in reasonable time			
2. Controls anger or hurt feelings when denied own way			
3. Keeps working on assigned task even when difficult			
4. Returns on time when requested to be back in classroom			
5. Asks teacher for school assignments after being absent			
Area: Health & Safety	Target	Control	Examples of “N” Marked items for Target Student
1. Follows safety rules			
2. When confused, asks for help			
3. Shows caution around dangerous activities			
4. Asks to see School Nurse or other adult when ill or hurt			
5. Could make appointment with medical doctor if needed			
Area: Functional Academics	Target	Control	Examples of “N” Marked items for Target Student
1. Can print full name, and home address without a model			
2. Locates important dates on the calendar			
3. Tells time correctly, using a watch or clock with hands			
4. Writes notes, letters, or E-mail			
5. Can use a calculator appropriately			
6. Uses a dictionary, encyclopedia, or Internet to find information			
7. Reads the newspaper or magazines to find current events			
Area: Leisure	Target	Control	Examples of “N” Marked items for Target Student
1. Follows rules in a simple game without being reminded			
2. Tries a new activity to learn something new			
3. Joins others in activities appropriate for age			
4. Participates in organized activity such as dance or sports			
Area: Work	Target	Control	Examples of “N” Marked items for Target Student
1. Can name five occupations			
2. Works without disturbing others			
3. Accepts criticism of a job without showing anger			
4. Attentive to simple job for 10 minutes with distractions			
5. Can complete a job application with little assistance			

Signature of Observer

Relationship to Child

Dates of Observation(s)

ASSESSMENT INSTRUMENT SELECTION FORM

for Mental Retardation & Functionally Delayed

Student's Name _____ School _____ Date _____

Students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments, or other disabilities are often overrepresented in programs for special education. To ensure that the abilities of students from underrepresented groups are accurately assessed, they should be evaluated with an instrument that is sensitive to cultural/linguistic/economic differences and is normatively appropriate for students with sensory or physical disabilities.

If any items checked below might cause the student's true abilities to be masked, and thereby affect performance in the areas evaluated, an alternative assessment should be administered. Professional judgment should determine the extent of these concerns so that tests/evaluative materials selected and administered can be sensitive to these issues.

Check all factors that apply to this student.

- Use available records, interviews with parents, etc., to obtain data.
- If none of the factors apply, check the appropriate blank at the bottom of this form.
- No set number of items must be checked to make a determination.

<input type="checkbox"/> Limited enrichment experiences outside the home
<input type="checkbox"/> Limited developmental experiences
<input type="checkbox"/> Irregular attendance (23% of the time during a grading period)
<input type="checkbox"/> Transience in elementary school (at least 3 moves)
<input type="checkbox"/> Home responsibilities/necessary pupil employment interferes with learning activities
<input type="checkbox"/> Geographic isolation
<input type="checkbox"/> Residence in a depressed economic area
<input type="checkbox"/> Low family income at subsistence level
<input type="checkbox"/> Family unable to afford enrichment materials and/or experiences
<input type="checkbox"/> Dominant, first-acquired or language spoken in the home is other than English
<input type="checkbox"/> Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning)
<input type="checkbox"/> Disabling condition which adversely affects testing performance (e.g., clinically significant focusing difficulties, physical or sensory disability, any disability that interferes with educational performance)
<input type="checkbox"/> Member of a group that is overrepresented in the disability category of Mental Retardation or Functionally Delayed
<input type="checkbox"/> Other: _____
<input type="checkbox"/> None of the above factors apply

FOR ASSESSMENT PERSONNEL USE ONLY

Are the above checked items compelling enough to indicate that this student's performance on traditional assessments may be invalid or unreliable measures of cognition, adaptive behavior or academic achievement?

TEAM DECISION

- ☐ No, therefore, this student does not need alternative assessment. strategies
- ☐ Yes, therefore, this *student* needs an alternate assessment.

Recommended Alternative Assessment Strategies:

- ☐ Home Observation of Adaptive Behavior
- ☐ Standardized School Measure of Adaptive Behavior
- ☐ Alternative Intelligence or Mental Ability Evaluation
- Rationale: _____
- ☐ Additional Intelligence or Mental Ability Evaluation
- Rationale: _____
- ☐ Alternative or Additional Measure of Achievement (Functionally Delayed)
- Rationale: _____
- ☐ Other: _____